



**SAMUEL HUNTINGTON SCHOOL – P.S. 40 QUEENS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 28Q040**  
**ADDRESS: 109 – 20 UNION HALL STREET, JAMAICA, NY 11433**  
**TELEPHONE: (718) 526-1094**  
**FAX: (718) 526-1209**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q040      **SCHOOL NAME:** Samuel Huntington

**SCHOOL ADDRESS:** 109 – 20 Union Hall Street, Jamaica, NY 11433

**SCHOOL TELEPHONE:** (718) 526-1904      **FAX:** (718) 526-1209

**SCHOOL CONTACT PERSON:** Alison Branker      **EMAIL ADDRESS:** abranke@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Christina Williams

**PRINCIPAL:** Alison Branker

**UFT CHAPTER LEADER:** Deborah Jackson-Carr

**PARENTS' ASSOCIATION PRESIDENT:** Teresa Hogan

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28      **CHILDREN FIRST NETWORK (CFN):** 533

**NETWORK LEADER:** Nancy Ramos

**SUPERINTENDENT:** Beverly Ffolkes-Bryant, Interim-Acting Superintendent,  
District 28

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Alison Branker	*Principal	
Christina Williams	SCHOOL LEADERSHIP TEAM CHAIRPERSON	
Deborah Jackson-Carr	*UFT Chapter Chairperson or Designee	
Teresa Hogan	*PA/PTA President or Designated Co-President	
Sharon Hicks	*DC 37 Representative, if applicable	
Lisa Smith	*Member/Teacher	
Kelly Nurse	*Title I Parent Representative	
Yvette Joseph	*Member/Parent	
Estrella Caban	*Member/Parent	
Gloria Mowring	*Member/Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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### **SCHOOL VISION AND MISSION**

At The Samuel Huntington school we believe in providing a safe nurturing learning environment, where students benefit from an academically rigorous curriculum rich in the Arts, Science, and Social Studies. On a daily basis students are presented with clear learning expectations, rigorous tasks, engage in accountable talk with their peers, and learn how to be organized for effort.

**Student Responsibility**

**Teacher Accountability**

**Academic Achievement**

**Nurturing Environment**

**Dedication to Strengthening the Home-School Connection**

**Aspiring to Succeed**

**Respect for All**

**Development of Community Relationships**

**Social Awareness**

### **Contextual Information About the School's Community and its Unique/Important Characteristics**

Public School 40 is located in South Jamaica, Queens, New York. This Pre-Kindergarten through sixth grade school services a population of approximately 548 students who are predominately African-American with some cultural diversity from Hispanic, Haitian-Creole, Arabic, Fulani and Bengali cultures. Though predominately African-American, the community is home to a mixture of Caribbean and Southern cultures. The school is a central part of the community to many students and many generations of their families. The 1920's structure has been renovated with a state of the art library that is connected to The New York Public Library System. On a walk through the corridors of our school, you will see authentic student work on display across curriculum areas. On a monthly basis we host parent involvement workshops across the content areas to empower parents to be better able to support their children's learning.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 040 Samuel Huntington								
District:	28	DBN:	28Q040	School BEDS Code:	342800010040				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	33	36		89.7	91.2	91.2		
Kindergarten	61	82	87						
Grade 1	90	73	86	Student Stability - % of Enrollment :					
Grade 2	65	90	77	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	78	69	98		90.8	86.7	87.2		
Grade 4	77	64	64	Poverty Rate - % of Enrollment :					
Grade 5	68	66	68	(As of October 31)	2008-09	2009-10	2010-11		
Grade 6	29	53	46		88.8	95.0	92.2		
Grade 7	0	0	0	Students in Temporary Housing - Total Number :					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	0	0	0		12	39	33		
Grade 10	0	0	0	Recent Immigrants - Total Number :					
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		0	4	3		
Ungraded	1	14	15	Special Education Enrollment:					
Total	501	544	577	(As of October 31)	2007-08	2008-09	2009-10		
					0	4	3		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	17	26	29	Principal Suspensions	15	43	6		
# in Collaborative Team Teaching (CTT) Classes	0	0	4	Superintendent Suspensions	17	14	8		
Number all others	28	34	37	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	37	41	44		
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	40	49	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	TBD	Number of Administrators and Other Professionals	11	10	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	2	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	1	0	3	% fully licensed & permanently assigned to this school	97.3	100.0	100.0
				% more than 2 years teaching in this school	78.4	82.9	81.8
				% more than 5 years teaching anywhere	48.6	65.9	86.4
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	78.0	76.0	88.6
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	81.3	82.8	98.0
American Indian or Alaska Native	0.8	1.3	1.6				
Black or African American	73.3	72.6	71.6				
Hispanic or Latino	18.6	18.2	18.7				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	4.0	4.5				
White	2.0	2.0	2.8				
<b>Male</b>	51.7	49.3	48.0				
<b>Female</b>	48.3	50.7	52.0				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	<b>Progress Target</b>
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>5</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	D			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	25.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: (Comprises 15% of the Overall Score)	4.7			Quality Statement 2: Plan and Set Goals			
School Performance: (Comprises 25% of the Overall Score)	1.6			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: (Comprises 60% of the Overall Score)	19.2			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	0			Quality Statement 5: Monitor and Revise			
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Student Performance Trends**

#### **ELA**

For ELA level 3 population for females in Grade 3 is higher than that of the male population: whereas the male level 4 population is higher. Compared to last year the level 2 population has decreased in both male and female but the level 1 population has increased.

For ELA level 3 population for females in Grade 4 is lower than that of the male population: whereas the male and female level 4 population is the same. Compared to last year the level 2 population has increased in both males and females and the level 1 population has decreased.

For ELA level 3 population for females in Grade 5 is lower than that of the male population: whereas the male level 4 population is higher. Compared to last year the level 2 population has increased in both males and females and the level 1 population has increased.

For ELA level 3 population for females in Grade 6 is higher than that of the male population: whereas the male and female level 4 population is the same. Compared to last year the level 2 population has increased in both male and female and the level 1 population has increased.

Overall for ELA for grades 3-6, the male level 1 population is higher than the female. The female level 2 and 3 populations are higher than the male. The male level 4 population is higher than the female.

For ELA, our ELLs and Special Education populations both increased in level 1 and decreased in levels 2 and 3. There was no change for level 4.

## **MATH**

The math level 2 population for females for Grade 3 is higher than that of the male population. Compared to last year, the level 1 and the level 2 population increased while the level 3 and 4 populations decreased for grade 3.

The math level 2 population of females for Grade 4 is higher than that of the males for grade 4. Compared to last year, the level 1 and level 2 population increased, while the level 3 and level 4 populations decreased for fourth grade.

The math level 1 population for females for Grade 5 is higher than that of the male population; but the male level 2 population is significantly higher than that of the female population. The male grade 5 level 3 and 4 population is significantly higher than that of the female population. Compared to last year, the level one population increased and the level 2 population increased. The level 3 and level 4 population decreased significantly.

The math level 3 population for females for Grade 6 is higher than that of the males. The Level 4 population for females is higher than that of the males for grade 6. The female Level 3 & 4 population for grade 6 is higher than that of the males. Compared to last year, the level 1 and level 2 population increased, the level 3 and 4 population remained the same.

Overall for math for grades 3-6, the male and female levels, 3 & 4 populations are about the same amount. The female level 2 population is higher than that of the male population.

The math level 1 and 2 populations increased for the first time in over a decade. While the level 3 and 4 populations decreased for the first time in over a decade.

For math, our Special Education and ELL populations follow the same pattern as that of the General Education population—the percentage of level 1 and level 2 students increased, and the level 3 and 4 populations decreased.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

## **English Language Arts Goals**

1. By June 2011, student achievement in English Language Arts in Grades K through 2 will improve by 3% as measured by ECLAS -2, EPAL, and teacher generated assessments. Instruction is driven by data which measures student achievement & assesses student needs. There is also on going progress which is monitored weekly, bi-weekly & monthly.
2. By June 2011, student achievement in English Language Arts in grades 3 – 6 will improve by 3% as measured by state and/or teacher generated assessments. Acuity, ARIS and Renzulli Learning will be used to drive small group & individualized instruction. They will be given specific reading tasks & assessments. Small group instruction will take place 2-3 times per week which is focused on the skill of the week.

## **Mathematical Goals**

1. By June 2011, student achievement in Mathematics in Grades Pre K through 2 will improve by 3% as measured by the Everyday Math Unit Tests, the Benchmark Tests and the Math Cumulative Test.
2. By June 2011, student achievement in Mathematics in Grades 3-6 will improve by 3% as measured by the NYS Math Test, the Everyday/Impact Math Unit Tests, the Benchmark Tests and the Acuity Tests.

## **Science Goals**

1. By June 2011, student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on student portfolio pieces, Delta and Foss assessments, as well as teacher generated exams.
2. By June 2011, Grade 4 student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on the New York State Science Exam.

## **Social Studies**

1. By June of 2011, students in grades pre-kindergarten through six will demonstrate growth in scoring a Level 3 and a Level 4 with an increase of 5% as measured through teacher generated social studies unit assessments.
-

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification

CEP - Action Plan for **English Language Arts**  
Completed by S. Clifford

**Subject/Area:** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> <li>1. By June 2011, student achievement in English Language Arts in Grades K through 2 will improve by 3% as measured by ECLAS-2, EPAL, and teacher generated assessments. Instruction is driven by data which measures student achievement &amp; assesses student needs. There is also on going progress which is monitored weekly, bi-weekly &amp; monthly.</li> <li>2. By June 2011, student achievement in English Language Arts in grades 3 – 6 will improve by 3% as measured by state and/or teacher generated assessments. Acuity, ARIS and Renzulli Learning will be used to drive small group &amp; individualized instruction. They will be given specific reading tasks &amp; assessments. Small group instruction will take place 2-3 times per week which is focused on the skill of the week.</li> </ol>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: K – 2</p> <ul style="list-style-type: none"> <li>• To implement effective small groups, phonics based instruction for students in grades K through 2 uses the components of balanced Literacy with the Imagine It Open Court Reading Program, and Wilson Foundations intervention program. The instructional focus will be on decoding, encoding, comprehension, and writing skills that result in documented progress.</li> <li>• Programs will be implemented by Literacy Coach, classroom teachers, librarian, and Title 1 funding is provided for two reading teachers.</li> <li>• Imagine It instruction is 120 minutes daily for Kindergarten and First grade</li> <li>• Imagine It instruction is 90 minutes daily for grade two</li> <li>• Foundations is 30 minutes daily</li> <li>• Two to three small skill ability groups will be established in each class. Results from the spring ECLAS- 2, EPAL and teacher generated assessment will be used to form the groups.</li> </ul> <p>Target Population: 3 - 6</p> <ul style="list-style-type: none"> <li>• Two to three small skill ability groups will be established in each class. Results from Acuity and the most recent ELA Benchmark assessment will be used to form the groups. The focus of instruction will be comprehension and writing skills. Content area materials will be used. All instruction will be aligned to New York State English Language Arts Performance Standards. Student deficiency skills will be addressed daily.</li> </ul>

	<ul style="list-style-type: none"> <li>• Programs will be implemented by Literacy Coach, classroom teachers, and cluster teachers.</li> <li>• Reading instruction takes place 90 minutes daily from September through June.</li> <li>• Student reading levels produced by teachers three times per year.</li> <li>• Set individual student goals upon the completion of student conferences. Use of data to set up focus groups from previous instruction.</li> <li>• Reading intervention services are provided daily for 45 minutes focusing on specific skill deficiency areas.</li> <li>• Nine additional instructors will push into each class. The focus of instruction will be comprehension and writing skills.</li> <li>• Content area material will be used. All instruction will be aligned to New York State English Language Arts Performance Standards.</li> <li>• Student deficiency skills will be addressed daily, using the Balanced Literacy Components.</li> <li>• The 100 Book Challenge will be used by students offering a broad variety of reading materials in both fiction and non-fiction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers  Cluster Teachers AIS/AES program 50 minutes  Wilson Foundations program  2 - Title 1 Reading Teachers – Tax Levy – Title 1, Part A (Basic)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ECLAS -2 benchmark test 2 times per year (K-2)  EPAL test (grade 2)  Bi-monthly Wilson Foundations benchmark assessments (K-3)</p> <ul style="list-style-type: none"> <li>• By June 2011, student achievement in English Language Arts in Grades K through 2 will improve by 3% as measured by ECLAS -2, EPAL, and teacher generated assessments. Instruction is driven by data which measures student achievement &amp; assesses student needs. There is also on going progress which is monitored weekly, bi-weekly &amp; monthly.</li> </ul> <p>Acuity Exams (3-6)  ELA Benchmark Assessments 3 times per year (Pre-k-6)  Running Records 3 times per year (3-6)</p> <ul style="list-style-type: none"> <li>• By June 2011, student achievement in English Language Arts in grades 3 – 6 will improve by 3% as measured by state and/or teacher generated assessments. Acuity, ARIS and Renzulli Learning will be used to drive small group &amp; individualized instruction. They will be given specific reading tasks &amp; assessments. Small group instruction will take place 2-3 times per week which is focused on the skill of the week.</li> </ul>

**Subject/Area:** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>1. By June 2011, student achievement in Mathematics in Grades PreK-2 will improve by 3% as measured by the Everyday Math Unit Tests, the Benchmark Tests and the Math Cumulative Test.</li> <li>2. By June 2011, student achievement in Grades 3-6 will improve by 3% as measured by the Everyday/Impact Math Unit Tests, the Benchmark Tests, the Acuity Tests, the Math Cumulative Test, and the NYS Math Test.</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Daily 60 minute Math Block includes:</p> <ul style="list-style-type: none"> <li>• Math Review-warm up/do now problem</li> <li>• Developmental lesson-guided practice</li> <li>• Application of concept, independent group work</li> <li>• Math literature activity sheet/entry in Math Reflective Log/Math Portfolio Piece</li> <li>• Enrichment or reinforcement piece</li> <li>• Games/math software/math website-skills practice</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Principal/Assistant Principals/Classroom Teachers/Math Coach will be responsible for administering the daily math lessons through differentiation, administering the tests, creating spreadsheets/reports for the tests, analyzing the data, adjusting instruction according to the dictates of the data, providing AIS and Test Prep periods where the focus is upon the deficient areas for our learners, providing/attending professional development that will help us to meet the needs of our learners.</li> <li>• Classroom Teachers/Math Coach– Tax Levy – Title 1, Part A (Basic)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• The Everyday/Impact Math Unit Tests are administered once a month.</li> <li>• The Benchmark Assessment Tests are administered 3 times a year.</li> <li>• The Acuity Tests are administered three times a year (2 Diagnostic &amp; 1 Predictive Test).</li> <li>• The Math Cumulative Test is administered at the end of the school year in June.</li> <li>• The NYS Math Test is administered in May.</li> </ul>

**Subject/Area:** Science

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> <li>1. By June 2011, student achievement will demonstrate progress towards achieving state standards by a 3% increase in students scoring at Level 3 &amp; 4 on student portfolio pieces, Delta and Foss assessments, as well as teacher generated exams.</li> <li>2. By June 2011, Grade 4 student achievement will demonstrate success towards achieving state standards by a 3% increase in students scoring at Level 3 &amp; 4 on the New York State Science Exam.</li> </ol>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Pre-K - 2</p> <ul style="list-style-type: none"> <li>• Teachers will align student learning experiences and assessments with the New York State Science Performance Standards and the New York City Scope and Sequence.</li> <li>• Teachers will provide students with a learning environment that engages them in daily hands on experiences in all areas of science using the topics outlined in the New York State Scope and Sequence.</li> <li>• Teachers will utilize science trade books and classroom libraries to teach content daily.</li> <li>• Students and teachers will write monthly goals.</li> <li>• Students will be assessed using soft data such as teacher conferences, weekly teacher informal assessments, end of unit assessments, and portfolio pieces.</li> <li>• Students will receive teacher generated tests bi-weekly.</li> <li>• Students will prepare and host a science fair showcasing their scientific knowledge.</li> </ul> <p>Target Population: 3 - 6</p> <ul style="list-style-type: none"> <li>• Teachers will align student learning experiences and assessment with the New York State Science Scope and Sequence.</li> <li>• Teachers will provide students with a learning environment that engages students in daily hands on experiences in all areas of science using the topics outlined in the New York State Scope and Sequence.</li> <li>• All teachers of science will incorporate the use of the scientific method.</li> <li>• Teachers will utilize science trade books and classroom libraries to teach content daily.</li> <li>• Students and teachers will write monthly goals.</li> <li>• Students will be assessed using soft data such as teacher conferences, weekly teacher inventories, Delta/Foss assessments, teacher generated assessments, and portfolio pieces.</li> <li>• Students will receive teacher generated tests bi-weekly.</li> <li>• Teachers will align their teaching using the essential questions as indicated on the New York State Science Scope and Sequence.</li> <li>• Teachers will utilize Foss and Delta Science Kits and Glencoe Science.</li> <li>• The science specialist will use supplemental materials such</li> </ul>

	<p>as; Insights and ETA kits to implement instruction.</p> <ul style="list-style-type: none"> <li>• Students in selected grades will create living environments and care for living organisms.</li> <li>• Students will participate in a science fair.</li> <li>• Students in Grade 4 will take the New York State Science Exam.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Science Cluster Teacher - – Tax Levy – Title 1, Part A (Basic)</li> <li>• Science based field trips</li> <li>• Use of internet for research of science concepts</li> <li>• Non-fiction texts</li> <li>• Science based assemblies</li> <li>• CEIPEA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher generated examinations/monthly</li> <li>• Science Mastery -Elementary Level, Rally</li> <li>• NYS 4<sup>th</sup> Grade Science Examination</li> </ul>

**Subject/Area:** Social Studies

Subject/Area	Social Studies
<b>Annual Goal</b> <b>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</b>	By June of 2011, students in grades pre-kindergarten through six will demonstrate growth in scoring a Level 3 and a Level 4 with an increase of 5% as measured through teacher generated social studies unit assessments.
<b>Action Plan for Pre-Kindergarten through Grade 2</b>	<ul style="list-style-type: none"> <li>• Classroom teachers will align student learning experiences and assessments with the New York State Social Studies Scope and Sequence.</li> <li>• Classroom teachers will provide students with a learning environment that addresses students' various learning styles.</li> <li>• Classroom teachers will provide students with a learning environment that engages students in independent activities that reflect the history, economics, geography, culture, citizenship and government components outlined within the New York State Social Studies Scope and Sequence.</li> <li>• Classroom teachers will incorporate the use of primary sources.</li> <li>• Classroom teachers will utilize various social studies trade books and big books to teach social studies concepts daily.</li> <li>• Classroom teachers will set monthly goals for students.</li> <li>• Classroom teachers will assess students' knowledge of social studies concepts by using soft data such as conference notes, teacher inventories and portfolio pieces.</li> <li>• Classroom teachers will create and administer written and hands on social studies assessments.</li> </ul>
<b>Action Plan for Grade 3 through Grade 6</b>	<ul style="list-style-type: none"> <li>• Classroom teachers will align student learning experiences and assessments with the New York State Social Studies Scope and Sequence.</li> <li>• Classroom teachers will align their teaching with the essential questions indicated on the New York State Social Studies Scope and Sequence.</li> <li>• Classroom teachers will align their teaching with the monthly big ideas indicated on the New York State Social Studies Scope and Sequence.</li> <li>• Classroom teachers will incorporate the use of primary sources and document based questions weekly.</li> <li>• Each student will receive 50 minutes of social studies instruction daily alternating weeks.</li> <li>• Each student will receive 50 minutes of social studies instruction by a social studies specialist once a week.</li> <li>• Classroom teachers and students will set monthly goals.</li> <li>• Classroom teachers will utilize the MacMillan-McGraw-Hill social studies series as a base program and authentic primary documents to supplement the social studies program.</li> <li>• Classroom teachers will conduct weekly planning conferences to set weekly social studies objectives.</li> <li>• Classroom teachers will assess students' knowledge of social studies concepts by using soft data such as conferencing, teacher observation inventories and authentic piece portfolios.</li> </ul>

	<ul style="list-style-type: none"> <li>• Classroom teachers will assess students' knowledge of social studies concepts by using hard data such as written assessments.</li> <li>• Classroom teachers will use technology to enhance social studies concepts.</li> <li>• Students and parents will attend Workshops that provide various social studies con.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training and Schedule</b>	<ul style="list-style-type: none"> <li>• Social Studies based field trips</li> <li>• Use of internet for research of social studies concepts</li> <li>• Non-fiction texts</li> <li>• Social Studies based assemblies</li> <li>• Classroom teachers– Tax Levy – Title 1, Part A (Basic)</li> <li>• Social Studies Teacher– Tax Levy – Title 1, Part A (Basic)</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• 3 document based questions per social studies unit</li> <li>• Classroom teacher created assessments</li> <li>• Project based assessments</li> </ul>

**Subject/Area:**        Art

Subject/Area	Arts
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> <li>1. By June 2011, student achievement in Visual Art in Grades Pre-K through 6 will improve by a 5% increase in student scoring at level 3 and 4 based on the benchmarks in The Blueprint for Teaching and Learning in the Arts.</li> <li>2. By June 2011, student involvement in Chorus will improve by 13%. We will promote it through flyers and phone messenger.</li> </ol>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Students in grades 1 – 4 will receive art instruction for 45 minutes each week by the certified art teacher/Studio in a School.</li> <li>• Students will have a school exhibition at the end of the year and their work will be exhibited throughout the building during the year.</li> <li>• New Horizons will be employed to perform several shows at the school for the entire student population.</li> <li>• Students will view and participate in an annual talent show.</li> <li>• Students will view and participate in a poetry slam.</li> <li>• Students will participate and view performances for the P.T.A. each month on several themes.</li> <li>• Individual teachers will visit cultural institutions such as the Met, Carnegie Hall, and The Kupferberg Center for the Performing Arts at Queens College.</li> <li>• Students will participate in performing and visual arts provided by the 21st Century grant. Students will display and perform their works of art in a culmination event in robotics, dance, theatre, and visual art.</li> <li>• Students will focus on artist in visual arts. Artists focusing on this year are Chagall, Matisse, Warhol and Thiebaud.</li> <li>• Students will have the opportunity to experience various musical performances in the school and in several artistic arenas throughout the five boroughs of New York.</li> <li>• Students will participate in activities in collaboration with organizations such as; Urban Arts Partnership, Vision Education and Media, Queens Museum of Art, J-Cal, and Carnegie Hall.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Resources – 21st century Art Grant through the Queens Museum Project Arts– Tax Levy – Title 1, Part A (Basic)</li> <li>• Young Audiences– Tax Levy – Title 1, Part A (Basic)</li> <li>• Studio in a School– Tax Levy – Title 1, Part A (Basic)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student work is assessed using the benchmarks (rubric) found in the “Blueprint for Teaching and Learning in the Arts.” There will be an art show at the end of the year to showcase the students work.</li> </ul>

CEP - Action Plan for **Technology**  
 Completed by M. Jones

**Subject/Area:** Technology

<b>Subject/Area:</b>	<b>Technology</b>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> <li>1. By June 2011, student achievement in Technology in grades Pre-K through 6 will improve by a 5% increase in students scoring at levels 3 and 4 based on the National Educational Technology Standards.</li> <li>2. By June 2011, classroom teachers' use of technology will increase by 10%.</li> </ol>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Students in grades Pre-K through 6 will receive 50 minutes of weekly technology instruction by the Technology teacher.</li> <li>• Students in grades Pre-K through 2 will produce two technology projects per trimester using MS Word, KidPix, and/or Graph Club.</li> <li>• Students in grades 3 through 6 will produce two technology projects per trimester using MS Word, Excel, PowerPoint, and/or Publisher.</li> <li>• Classroom teachers will provide students with independent computer activities that will increase their use of Renzulli and Acuity by 10%.</li> <li>• Classroom teachers will integrate technology into their instructional time by 10% by using the Smart board, desktops, and/or laptops to enhance student learning.</li> <li>• Classroom teachers will increase their use of technology by 10% by posting weekly/monthly homework assignments on the school's website.</li> <li>• Classroom teachers will increase their use of technology by 10% by gathering student data from Aris and Acuity in order to drive instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Technology teacher– Tax Levy – Title 1, Part A (Basic)</li> <li>• Classroom teachers– Tax Levy – Title 1, Part A (Basic)</li> <li>• Smart boards - Digital cameras</li> <li>• Software update</li> <li>• Teacher training</li> <li>• Computer technician</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Trimester project based assessments.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT N/A**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) N/A**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: **APPENDIX 8 WILL NOT BE REQUIRED** FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	96	96	N/A	N/A				
1	91	91	N/A	N/A				
2	85	85	N/A	N/A				
3	98	98	N/A	N/A				
4	61	61	N/A	N/A				
5	66	66	N/A	N/A				
6	43	43	N/A	N/A				
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 6 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessment.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Wilson Foundations</p> <ul style="list-style-type: none"> <li>• Kindergarten through grade 2</li> <li>• During the school day</li> <li>• Small group instruction</li> </ul> <p>Foundations Reading System is a small-group remedial reading program based upon the principles of Orton-Gillingham methodology. It is a scientifically-based, systematic, sequential, multi-sensory method of teaching reading and writing skills to the Early Childhood students who struggle with basic reading strategies.</p> <p>Targeted Skill Deficiency groups</p> <ul style="list-style-type: none"> <li>• Grades Pre-K - 6</li> <li>• During the school day</li> <li>• Small group instruction</li> </ul> <p>Individual Student conferences</p> <ul style="list-style-type: none"> <li>• Skill specific resources</li> <li>• All grades</li> <li>• During the school day</li> </ul> <p>Reading Test Preparation Program</p> <ul style="list-style-type: none"> <li>• N.Y.S. Coach / N.Y.S. Progress Coach</li> <li>• Grades 3 – 6</li> <li>• Afterschool</li> </ul> <p>Small Group Instruction</p> <ul style="list-style-type: none"> <li>• All grades</li> <li>• During the school day</li> <li>• 50 minutes</li> </ul>

<b>Mathematics:</b>	Students receive AIS in the Instructional Math Period during the Small Group instruction, Students also receive AIS two times a week for 50 minutes each of those days. One of those days we focus on their deficient skills (how to solve, strategies for attack, practice solving) and on open ended questions & problem solving (like those found in Book 2 of the NYS Math Test) where you have to solve a problem, show your work and explain how you solved the problem. The second day the students address their deficits through the use of technology by working on them on the Acuity, Renzulli and other math websites (such as AAA Math, Math Playground, etc.) The level 2 students are also serviced during the week through a push-in model in their classroom during math instruction. All students in grades 3-6 and their parents have received their password so they can log onto Acuity and complete/practice the skills they need further instruction in that are assigned by their teacher & the coach. The technology teacher assists with this practice as well.
<b>Science:</b>	N/A
<b>Social Studies:</b>	N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	N/A
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- X We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- X We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-6                      Number of Students to be Served: 46    LEP               Non-LEP

Number of Teachers 1 ESL certified teacher                      Other Staff (Specify) 1 Common Branch Teacher

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type

of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The Title III program at 28Q040 is for 46 English Language Learners who scored at the beginning, intermediate and advanced level of English language proficiency, as determined by their LAB-R and NYSESLAT scores. They will be offered additional school support for 22 weeks on Saturdays. The program starts in November 20, 2010 and ends in May 2011.

Grades K-6 will be on Saturdays from 9:00 am- 11:00 am

1 day x 2 hrs @ \$49.89=\$ 99.78 (1 teacher)  
\$ 99.78 x 2(teachers)= \$ 199.56 x 22 Saturdays= \$ 4390.32

1 day x 2 hrs @ 51.85= \$ 103.70 (1 supervisor)  
\$ 103.70 x 22 Saturdays = \$ 2281.40

English will be the language of instruction. There will be one certified ESL teacher and a certified common branch teacher who has a concentration of English Language Arts.

These after school activities will assist the children to become better readers, writers, listeners, and speakers in their general education and/ or special education classes. Language development will be increased and assessed through the students' use of vocabulary as integrated into content areas through the use technology. There will be small group instruction to improve individual skills in deficient areas. The teaching materials will include a wide range of print, visuals, manipulatives and digital resources. The teachers will provide instruction in organizational skills, test taking skills and reading strategies. They will model the use of the language in ways in which students are expected to perform. The Title III program will help the students to become more effective communicators in the English language. There are two teachers that work in the after school program. ESL instruction will be provided by the certified ESL teacher who will employ ESL strategies and techniques. The certified common branch teacher will teach in the content area of Language Arts. The two teachers will be team teaching. The ESL teacher will demonstrate ESL best practices strategies with the common branch teacher to differentiate instruction for ELLs. Activities are designed and geared to each child's specific needs. There are approximately forty six students participating in the after school program.

The Title III program will be utilizing the Ticket to Read Program that focuses on research-based resources for academic vocabulary acquisition, fluency, and comprehension for students in grades K – 6. It emphasizes on teaching key reading skills with the focus on reading comprehension, fluency, vocabulary, phonics, sight words and writing activities. The teacher will differentiate instruction so that intervention is geared to the student. The students will be engaged with high interest reading passages. The program focuses on academic vocabulary words that are key for English language learners to develop reading proficiency. The program also reinforces the reading and writing connection with a writing activity. The teachers will be using books that model best practices in reading. English At Your Command is a resource that the teachers will use to aid students to become English proficient. Teachers will model all components of the program to help students develop a solid foundation in literacy and provide preparation for state assessments. This is designed to provide detailed instructional strategies that can be used immediately to help students take control of their reading. The ELL classroom library books are

authentic and engaging which motivates all learners. The libraries include books for independent reading and read aloud. These books enable teachers to build stronger connections academically and socially with English as the students become an integral part of their learning community.

The Title III program will be attending two field trips on Saturday. Parents are invited to go on the field trip to be active participants in their child's learning process. The Hall of Science in Flushing Meadows is a hands on center that allows the students to experience things at first hand. The center promotes science and technology as important tools that help students understand themselves and the world they live in. TEATROSEA Latino Children's Theatre will expose students to a bilingual Spanish play. Students will be able to enjoy listening to the play in two languages. These field trips enhance students' learning and also correlate to their curriculum.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional Development will be for the ESL teacher and the classroom teachers who have ELL students in their class. CEI will provide the professional development at other schools where the staff will participate in workshops and observe ELL best practices. The first workshop was held on September 18, 2010 . PS 40 will also host in house professional development. There will be ten sessions through out the year. The first one was on October 18, 2010 on ELL strategies. All professional development will be held during the day; therefore the teachers will not be paid. All teachers need to receive 7.5 hours of ELL professional development that is mandated by the state.

One of the workshops the ESL teacher attended was on September 29, 2010 was about the LAP, Title III and Extension of Services. This workshop further explained the upcoming documents that are needed to stay in compliance. On October 28, 2010 she went to Educating Students from Caribbean Countries where English is the Medium of Instruction. The workshop provided an overview of the cultural and linguistic background of Caribbean English Creole-speaking students. She gained insight into the strengths these students bring into the classroom and the challenges they face in acquiring Standard American English. There was professional development on October 18, 2010 on ELL strategies. There will be professional development on January 15, 2011 on the ELL Identification Process and the LAP. On February 11, 2011 there will be a PD on Teaching Study Skills to Special Education Students. On March 16, 2011 there will be another PD regarding the items that are on the NYSESLAT within the four modalities. Teachers will become aware of what exactly is on the test so that they can better equip their ELL students. On April 15, 2011 there will be a PD on ELL strategies that can be utilized to help the students pass the NYSESLAT.

### **Parental Involvement**

The Title III program will be attending two field trips on Saturday. Parents are invited to go on the field trip to be active participants in their child's learning process. The Hall of Science in Flushing Meadows is a hands on center that allows the students to experience things at first hand. The center promotes science and technology as important tools that help students understand themselves and the world they live in.

The Teatro SEA's Educational Performances are performed in two languages. Students can listen to the play in English and in Spanish so that all can understand.

**Form TIII – A (1)(b)**

**School:** Samuel Huntington School  
**Section III. Title III Budget**

**BEDS Code:** 342800010040

**School:** Samuel Huntington School

**BEDS Code:** 342800010040

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 7,884.76	1 day x 2 hrs @ \$49.89=\$ 99.78 (1 teacher) \$ 99.78 x 2(teachers)= \$ 199.56 x 22 Saturdays= \$ 4390.32 <b>\$ 4390.32 is for 2 teachers for 22 Saturdays.</b> 1 day x 2 hrs @ 51.85= \$ 103.70 ( 1 supervisor) \$ 103.70 x 22 Saturdays = \$ 2281.40 <b>\$2281.40 is for 1 supervisor for 22 Saturdays</b> Saturday Field Trips: 2 field trips, 2 teachers and 1 supervisor. 1 teacher x 2 field trips x 4 hrs @ \$ 49.89= \$ 399.12 <b>\$ 399.12 x 2 teachers= \$ 798.24</b> 1 supervisor x 2 field trips x 4 hrs @ \$ 51.85=\$ 414.80 <b>\$ 414.80 is for 1 supervisor for 2 field trips.</b> These field trips are listed below: Hall of Science TEATROSEA Latino Children's Theatre
Supplies and materials	\$ 5,112.24	<i>Ticket to Read</i> (A technology based program) Each Student License \$24 x 48 students plus tax= <b>\$1,152.00</b> <i>Word to Word Bilingual Dictionaries</i> = <b>\$410.30</b> National Geographic <i>Reach</i> and <i>English At Your Command</i> = <b>\$1,716.02</b> Evan- Moor- <i>Developing Writing Skills</i> - <b>\$1,592.87</b> Options- <i>Best Practices in Reading</i> = <b>\$241.05</b>
Other- Field Trips	\$ 1,821.00	For the cost of field tips and transportation <u>Hall of Science at Flushing Meadows</u> Adult: \$11.00 per ticket and children: \$8.00 per ticket \$11.00X 3(adults)= \$ 33.00 \$ 8.00 X 46 (students) = \$368.00 <b>Total: \$ 401</b> <u>TEATROSEA Latino Children's Play</u> Adults: \$ 15.00 and Children : \$ 12.50 3 adults x \$15.00= \$45.00 46 children x \$ 12.50= \$ 575.00 <b>Total: \$ 620.00</b> <u>Bus cost:</u> School Bus 2 days for 4-6 hrs each x \$ 400.00= \$800 (2 field trips) <b>Total: \$ 800.00</b>
Other- Parent involvement on field trips	\$ 182.00	Cost of parents attending field trips <u>Hall of Science Field Trip</u> \$ 11.00 x 7 parents= <b>\$ 77.00</b> <u>TEATROSEA Latino Children's Play</u> \$ 15.00 x 7 parents- <b>\$ 105.00</b>
<b>TOTAL</b>	\$ 15,000.00	Allotted Budget- Professional per session, supplies and materials

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

A needs assessment was conducted, which included the Principal, Assistant Principal, Pupil Accounting Secretary and ESL teacher, regarding the written translation needs of the students enrolled in PS 40. Each students' Home Language Identification Survey was assessed. All students whose home language was listed as non English on the survey was reviewed and discussed. The Language Translation and Interpretation Unit is used through out the year to translate a variety of letters to parents

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The results of the needs assessments are as follows: (30) ELL students and their families require written and oral translation in Spanish and (5) ESL students and their families requires written and oral translation in Bengali. In addition, (5) families require written and oral translation in Haitian-Creole, (4) families require written and oral translation in Arabic, and (4) families require written and oral translation in an African dialect.

The committee will make arrangements to ensure that the written and oral translation needs of all families who require them will be met.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation of all documents regarding the school's academic programs, student participation in the school activities, open-school day and night information, approaches for increasing achievement, NCLB information not available from the central board, information regarding assessments, and information which would increase parent participation in school activities will be sent home in their home language to those families who do not speak English in their homes. The Spanish, the Bengali and the Haitian –Creole translation will be done in our school by our qualified staff members. For the Urdu, Arabic, and African dialects we will use services of NYDOE Translation and Interpretation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation of scheduled school meetings and activities will be provided as necessary to all who do not speak English in their homes. When necessary a translator will be available to provide assistance to those families who require it. The oral interpretation services will be provided by school staff (Spanish and Haitian Creole French) and parents volunteers (Urdu, Arabic, Bengali, Albanian and African dialects)

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 40 will provide each parent whose primary language is not English and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services. We will post near the primary entrance a sign in each of the covered languages that a copy of the Important Notice for Parents Regarding Language Assistance Services is in the main office. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. If our school would have the parents of more than 10% of the children speak a primary language that is neither English nor a covered language we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$365,935	\$7,206	\$373,141
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,659	\$72	\$3,731
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,297	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,593	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Attached : Parental Involvement Policy and School-Parent Compact

Dated: October 2010

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
The school will implement the use of the NYC mandated curricula in Mathematics (Everyday Math for Grades K – 5, Impact Math for Grade 6), Science, Social Studies, during the 2010-2011 school year. A survey of teachers and parents as well as additional stakeholders has shown that there is a need for coherence of curricula across the school and across all grades. In order to address that need, we will also implement the use of a specific Literature series and texts. The hope is that the use of a standardized text as well as the uniform NYC pacing calendar in all academic subjects will improve student achievement.
2. Schoolwide reform strategies which P.S. 40 will implement include:
  - a) Use of standard curricula
  - b) Use of the NYC pacing calendar of instruction in math, science, and social studies.
  - c) Use of a school wide pacing calendar in ELA which was adopted by the staff based on the TC model.
  - d) Provide opportunity for after school study including instruction in reading and math and assistance in the completion of exit projects in science and social studies.
  - e) Provide instruction in art.
  - f) Identify and remediate the students who are identified as “at risk” for academic failure.
  - g) Identify and provide for students in need of counseling, attendance monitoring, and college and career awareness/preparation.
3. Instruction by highly qualified staff  
P.S. 40 only employs staff that are identified as “highly qualified”. Newly hired teachers receive mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers which will provide the best level of instruction for our students.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.  
We are presently receiving professional development through Carl SanFilipo/Cite (common core state standards, quality review), Barry Levinsky/Cite (classroom management), Sue Phelan/DOE (lesson plans, classroom setup to promote student learning, support for teachers in ELA), Howard Gissinger/ITSED PD Consultant (technology-Smartboard/Excel) Our Literacy Coach and Math Coach, ELL Teacher, and full time experienced staff members as in house experts. All of these professionals work together to provide differentiated professional development for all of our staff. In addition members are sent out of the building to attend citywide events and turn key their learning to the rest of the staff.

5. Strategies that P.S. 40 uses to attract high-quality highly qualified teachers to our school:

Through networking and the Open Market system we intensely interview all candidates and accept only the finest applicants.

6. Strategies to increase parental involvement at P.S. 40 include:

family literacy services, workshops, PTA meetings, School Leadership Team, school volunteers, class trips, use of parent questionnaires to find out about parent interests, needs, and abilities.

7. Assisting preschool children in the transition from early childhood programs to local elementary school programs:

P.S. 40 is a state-run preschool program.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Professional development for teachers has focused on the use of the Acuity assessment tools which the DOE has made available. Training which included a "hands on" session has been provided for all of the teachers who have signed on the ARIS system. Our Inquiry Team activities have expanded this year to include 100% of all P.S. 40 teachers who work in smaller content area teams on similar inquiries receiving support from the main data team.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

After school remediation programs are provided for students identified as "at risk" for failure in the core academic subjects. A Literacy program meets two days per week for one hour after school and a math program meets two days per week for one hour after school. We also offer AIS/AES in literacy and math to support our students. This program is 2 days per week for 50 minutes, incorporated into the school day.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			\$365,935	<input checked="" type="checkbox"/>	14, 15,17, 19, 20, 21
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			\$7,206	<input checked="" type="checkbox"/>	13
Title II, Part A	Federal	<input checked="" type="checkbox"/>			\$21,646	<input checked="" type="checkbox"/>	17
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	<input checked="" type="checkbox"/>			\$2,986,650	<input checked="" type="checkbox"/>	14, 15,17, 19, 20, 21

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Not Applicable**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** N/A **SURR<sup>3</sup> Phase/Group (If applicable):** N/A

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2010-11 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**FEBRUARY 1, 2011**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:**   N/A        **Year of Identification:**   N/A        **Deadline Year:**   N/A  

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have 13 students that are currently in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

We provide parents with resources to help them with permanent housing. We also provide lists of food pantries and outside agencies. Our school works on drives for food and clothing for their needs. We provide counseling for all students.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

**N/A**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**N/A**

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 040 Samuel Huntington					
<b>District:</b>	28	<b>DBN:</b>	28Q040	<b>School</b>		342800010040

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6	v	10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	33	36		89.7	91.2	91.2
Kindergarten	61	82	87				
Grade 1	90	73	86	<b>Student Stability - % of Enrollment:</b>			
Grade 2	65	90	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	76	69	98		90.8	86.7	87.2
Grade 4	77	64	64				
Grade 5	66	66	68	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	29	53	46	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.8	95.0	92.2
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	39	33
Grade 12	0	0	0				
Ungraded	1	14	15	<b>Recent Immigrants - Total Number:</b>			
Total	501	544	577	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	4	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	26	29	Principal Suspensions	15	43	6
# in Collaborative Team Teaching (CTT) Classes	0	0	4	Superintendent Suspensions	17	14	8
Number all others	28	34	37				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	37	41	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	10	10
# receiving ESL services only	40	49	TBD				
# ELLs with IEPs	0	5	TBD	Number of Educational Paraprofessionals	3	2	5

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	3	% fully licensed & permanently assigned to this school	97.3	100.0	100.0
				% more than 2 years teaching in this school	78.4	82.9	81.8
				% more than 5 years teaching anywhere	48.6	65.9	86.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	76.0	88.6
American Indian or Alaska Native	0.8	1.3	1.6	% core classes taught by "highly qualified" teachers	81.3	82.8	98.0
Black or African American	73.3	72.6	71.6				
Hispanic or Latino	18.6	18.2	18.7				
Asian or Native Hawaiian/Other Pacific	4.0	4.0	4.5				
White	2.0	2.0	2.8				
<b>Male</b>	51.7	49.3	48.0				
<b>Female</b>	48.3	50.7	52.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	25.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	4.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	1.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	19.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
- = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



New York City Department of Education  
**Samuel Huntington Public School 40**  
109-20 Union Hall Street Jamaica, New York 11433 (718) 526-1904 Fax: (718) 526-1209  
*Alison Branker, Principal*

Christina Williams, Assistant Principal, Ext. 3150    Ativia Sandusky, Assistant Principal, Ext. 4130  
Sandra Sanders, Parent Coordinator, Ext.1010

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## **Parent Involvement Policy**

### **General Expectation**

#### **The Samuel Huntington School agrees to implement the following:**

- Include programs in our school that will be planned and operated with our parents' and students' needs in mind.
- Our school will provide parents that have limited English with workshops that will supply them with information to assist their children.
- The Samuel Huntington School will involve the parents in the decision making of how the 1 percent of the Title 1 fund for parental involvement will be spent.
- The school will provide excellent education on in a supportive and caring atmosphere. We will offer parents, to the best of our ability, opportunities to meet with teachers at mutually convenient times.

### **School Implementation of Policy**

#### **The Samuel Hunting School agrees to take the following actions:**

- Parents will be invited on a monthly basis to participate in workshops to help them better support their children at home.
- The school will provide after-school programs to assist at-risk students who are below or approaching the standards.
- The school will provide parents with a monthly calendar evidencing all school events and happenings.
- In support of our parents, the school will assist parents with information about outside resources for students who may need additional services.

### **Additional Services**

#### **The Samuel Huntington School also provides:**

- The Goodwill Industries program that provides after-school help to parents.
- Parent workshops across the curriculum areas take place during the week as well as on Saturday once a month.
- Parents have the opportunity to become a Learning Leaders Volunteer to assist with the learning process of their children.
- Numerous workshops and trips for our parents with our Parent Coordinator.

### **Adoption**

This school-wide Parental Involvement Policy has been developed jointly with parents of children who attend Samuel Huntington Elementary. This policy will be in effect for the 2010-2011 school year. The school will distribute this policy October, 2010.



New York City Department of Education  
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## **SCHOOL-PARENT COMPACT**

The Samuel Huntington Public School 40 Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

### **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

**The Samuel Huntington Public School 40 Q will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
  - *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.*
  - *Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development." Academic intervention will be provided to support the struggling students.*

- *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers, etc.*
- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
  - *On November 9 & 10, 2010 and March 15 & 16, 2011*
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
  - *Official report cards will be distributed in November, March, and June*
  - *Progress Reports will be distributed in October, January, and April.*
  - *Kindergarten students will receive official report cards in March and June and progress reports in October, January, and April*
  - *Parents will be provided access to ARIS as a means of monitoring their child's performance and progress.*
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
  - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
  - *The Principal and Assistant Principals have an open door policy.*
- **Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:**
  - *Curriculum Conferences will be conducted by classroom teachers (Grades K through 6) during the month of September.*
  - *After each unit of study in Writing, the parents will be invited to a Publishing Party (celebration in the classroom).*

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Supporting my child's learning by making education a priority in our home by:**
  - *making sure my child is on time and prepared everyday for school;*
  - *monitoring attendance;*
  - *talking with my child about his/her school activities everyday;*
  - *scheduling daily homework time;*
  - *providing an environment conducive for study;*
  - *making sure that homework is completed;*
  - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

## PART II OPTIONAL ADDITIONAL PROVISIONS

### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Come to school ready to do our best and be the best;*
- *Come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *Listen and follow directions;*
- *Participate in class discussions and activities;*
- *Be honest and respect the rights of others;*
- *Follow the school's/class' rules of conduct;*

- *Follow the school's dress code;*
- *Ask for help when we don't understand;*
- *Do our homework every day and ask for help when we need to;*
- *Study for tests and complete assignments;*
- *Read every day outside of school time;*
- *Read at home (with our parents, if appropriate);*
- *Get adequate rest every night;*
- *Use the library to get information and to find books that we enjoy reading;*
- *Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

## **Other Responsibilities**

### **The Samuel Huntington Public School 40 Q:**

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly

qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CEI</b>	District <b>28</b>	School Number <b>040</b>	School Name <b>Samuel Huntington</b>
Principal <b>Alison Branker</b>		Assistant Principal <b>Christina Williams</b>	
Coach <b>Cheri Hicks (Math)</b>		Coach <b>Sharon Clifford (ELA)</b>	
Teacher/Subject Area <b>Jennifer Dulberg</b>		Guidance Counselor <b>Judy Maquine</b>	
Teacher/Subject Area <b>Natasha Andrews/CB</b>		Parent	
Teacher/Subject Area <b>Cathy London/CB</b>		Parent Coordinator <b>Sandra Sanders</b>	
Related Service Provider <b>Rita Dupree</b>		Other	
Network Leader <b>Nancy Ramos</b>		Other	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>577</b>	Total Number of ELLs	<b>46</b>	ELLs as Share of Total Student Population (%)	<b>7.97%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

During registration period the certified ESL teacher, Jennifer Dulberg, is part of the registration team. While parents are filling out the registration packet, the ESL teacher meets the parents of new students. Inside the packet there is the Home Language Survey. After interviewing parents of new admits she makes sure that the Home Language Survey is in their home language. After speaking with the parent the ESL teacher goes over the Home Language Survey to make sure they understand what they are filling out. If the parent does not speak English a translator will be available to assist. If the parent indicates that the child speaks, reads or writes in another language two or more times in questions 1-4 and 4-8 then the ESL teacher will interview the child next. If the ESL teacher feels that the child should be tested then she will administer the LAB-R. If the child is identified as an eligible candidate for Bilingual Instructional services, an informal interview is given to the candidate by a pedagogue and the Spanish LAB-R is administered. The ESL teacher has ten days from the child's registration date to administer the LAB-R. In the spring the ESL teacher runs the RLER report to see who is eligible to take the NYSESLAT. When the results come in the ESL teacher uses the data from their scores to gear instruction.

Within ten days of registration the ESL teacher holds a Parent Orientation meeting. The ESL teacher sends home the Entitlement letter in the child's home language. This letter informs the parent briefly about the different programs the board of education has to offer. In addition, the letter states the day, time, and place where the Parent Orientation Meeting is being held. In this meeting the ESL teacher has the parents' watch the video from the board of education that fully describes the different programs the city has and the process. Parent brochures are also handed out so that the parents can bring it home and refer to it when needed. The video is shown in the different languages that are presented at the meeting. After the parent watches the video they are able to fill in the Program Survey and Program Selection Forms. They sign it and it is filed in a locked cabinet and room for security. If a parent does not show to the meeting the ESL teacher will continue to call and write letters to the parents to invite them in to see the video and fill out the forms. The ESL teacher will document her efforts in trying to contact the parents. A translator is available to speak to parents of other languages. If the forms are still not returned the default program for ELLs is the Transitional Bilingual Education as per the CR-154. After reviewing the Program Selection Forms if the parent indicates for their first choice a program that we do not have in our school, then the ESL and Parent Coordinator work together with the Placement Center to see what is available in other schools. Next, the parent is notified and asked if they want their child to go to another school. The parent needs to understand that the school may not be close and if they are willing to have their child bussed. A translator will be available if needed. If they consent then the ESL teacher and the Parent Coordinator work with the Placement Center to place the child in another school. After the child is placed in the correct program then the parent will receive the Placement Letter in their home language.

In the last few years most parents choose the Freestanding English as a Second Language Program as their first choice. Currently the Samuel Huntington School only offers the Freestanding English as a Second Language Program program. There are also not enough students that speak one language in one grade to open any other programs. Since most parents indicate ESL as their first choice, that is the program that is used in the school.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	1	2	2	1							12
<b>Total</b>	2	2	2	1	2	2	1	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
ESL	<input type="text"/> 40	<input type="text"/> 1	<input type="text"/> 1	<input type="text"/> 4	<input type="text"/>	<input type="text"/>	<input type="text"/> 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	46
<b>Total</b>	<input type="text"/> 40	<input type="text"/> 1	<input type="text"/> 1	<input type="text"/> 4	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 2	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/>	46

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	8	4	3	2	1	4							33
Chinese														0
Russian														0
Bengali	1	0	1	0	1	1	0							4
Urdu														0
Arabic	1	1	0	1	0	0	0							3
Haitian	0	0	0	0	0	1	0							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	0	1	1	1	0	0							5
<b>TOTAL</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>46</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. ESL instruction is provided to all ELL students in grades K – 6 using a pull-out and push-in model. The pull-out groups are serviced in a separate classroom and are given ESL instruction using a modified Teacher’s College workshop model. Students are grouped according to grade and English proficiency level. English is the language of instruction. ESL students will receive 360 minutes of instruction each week at the beginning and intermediate levels and 180 minutes of instruction at the advanced level. The students are heterogeneously grouped with mixed proficiency levels. When the ESL teacher creates the schedule the teacher adds up the instructional minutes to ensure that mandates are being met.

The ESL program helps our students to develop grade appropriate skills, concepts and level of understanding English. The program emphasizes integration of four language modalities: listening, speaking, reading and writing. The ESL teacher differentiates her instruction

based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students we will use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. Students work in cooperative groups and the teacher uses the method of scaffolding to aid the students in understanding concepts. Scaffolding is an essential part to learning. It allows the teacher to model, bridge, contextualize and build the students' background knowledge. The ESL teacher also conferences with the students and collaboratively plans with the classroom teachers. The teacher also has the students in flexible groups so that the students are working with different types of children. The Balanced Literacy Workshop model will be utilized to focus on the content areas. Other strategies to be emphasized in order to improve the language of ELLs are: building and activating background knowledge, the integration of children's native language and cultural backgrounds, values and beliefs, the use of manipulatives to facilitate concrete experiences to help students create a context for what they are learning, using accountable talk to support language development, assisting students in understanding each component in the writing process, and the use of rubrics to self-asses students' progress. Language development will be increased and assessed and the use of vocabulary as integrated into the content areas of literacy, mathematics, science, social studies, technology, etc. The ESL students will learn to look critically at the world around them through studying original documents, doing research, and investigation. In addition, PS 40 has reading materials that are written in different languages to help the student gain knowledge while learning English.

PS 40 is also currently using technological support for ELLs such as Study Island for Kindergarten through sixth grade, Waterford Early Learning for Kindergarten and first grade students., and Success Maker for second grade through sixth grade. The Lindamood Bell program provides ELA support. Ticket to Read is a technology based program that aid in ELL students in becoming English proficient.

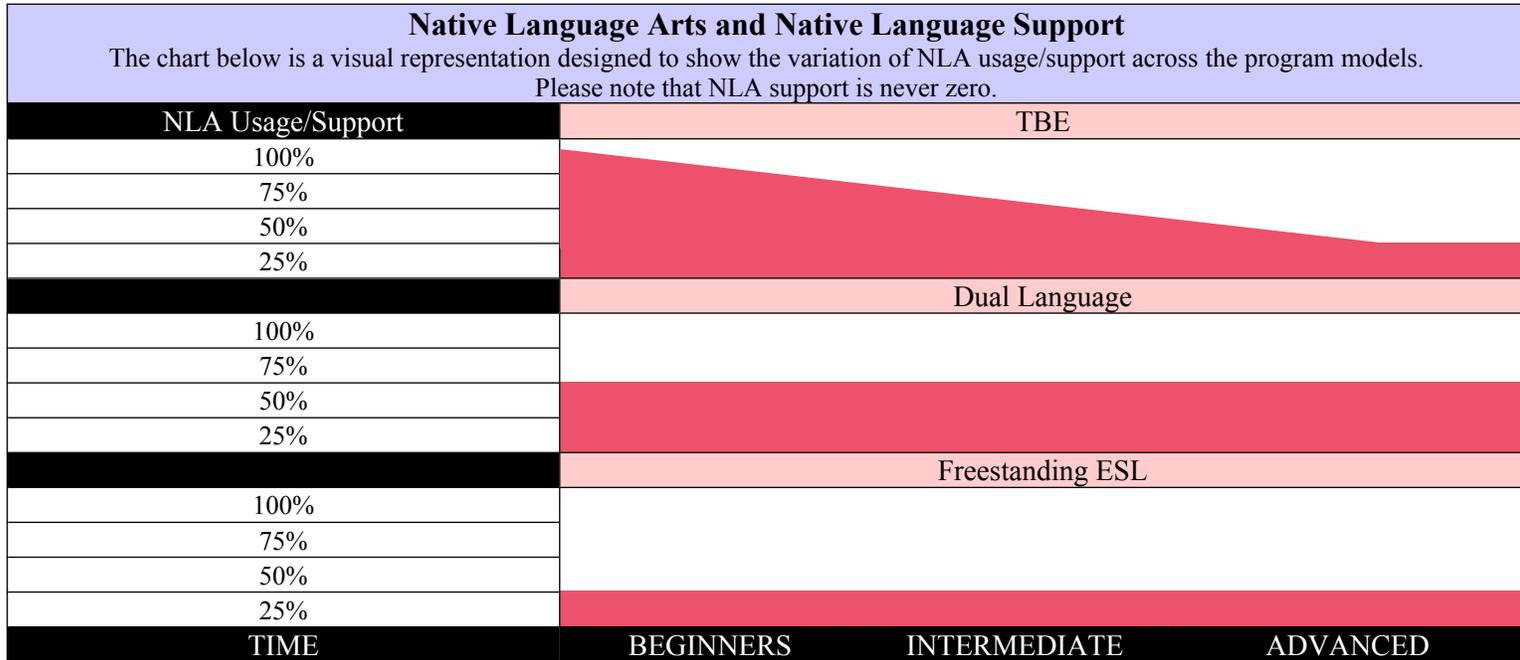
The students who have three years or less of ESL instruction, students who have four to six years of instruction, SIFE, and long term ELL will receive resource room and are targeted at-risk by the Data Inquiry Team, as well as attending after school. To promote vocabulary development the ESL teacher will utilize a variety of strategies such as the Total Physical Response where students apply actions with oral language to concepts and procedures. The ESL teacher will have students perform the action while chorally saying the word or sentence related to it. Another strategy is using sentence frames. Sentence frames support students' use of academic vocabulary and language structures. The ESL teacher provides students with sentence frames for oral and written responses to questions. The all assignments in the ESL classroom are Tiered and are designed to have varied levels of depth, complexity, and abstractness companied with varied degrees of scaffolding, support, and direction depending on students and task. Tiered assignments allow students to work on similar tasks that provide individual challenges. In all assignments the ESL students will be asked hierarchy of questions that progress from less to more complex. Students who are below grade level will focus on building knowledge and comprehension as a foundation. The students who are on grade level will work on applying and analyzing information learned. The students above level will work towards synthesizing and evaluating. The below level students contribute to the group's knowledge because their questions provide the basis for what everyone needs to know. The students on grade level apply and analyze information learned and above grade level students are encouraged to think about their own thinking. Students who have special needs will also receive extra services as per their IEP. In addition, these students are given a variety of remedial aid to ensure that they meet the NYS Learning Standards. Foundations, and Imagine It are programs that PS 40 provides. Furthermore, all grades except for Kindergarten and first grade students participate in AIS and AES instruction. The AIS instruction allows the students to receive instruction that focuses on their weaknesses; while AES instruction is geared to enrich the children's' understanding of units of study.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

PS 40 provides after school programs that focus on reading and math skills. These skills are aligned with the NYS standards and prepare the students for the state exams. In addition, there is the Title III after school program for ELLs. The ELL students who are in grades K-6 will be participating in the ESL after school program. All of the ELL students are invited to participate in the Title III program. For students that reach NYSESLAT proficiency are met with and the ESL teacher meets with the classroom teacher to assess his progress. In addition they also receive ELL accommodations for state exams. They are involved in the after school programs and receive academic intervention or academic enrichment services. PS 40 is also currently using technological support for ELLs such as Study Island for Kindergarten through sixth grade, Waterford Early Learning for Kindergarten and first grade students., and Success Maker for second grade through sixth grade. The Lindamood Bell program provides ELA support. Ticket to Read is a technology based program. All support is grade appropriate to the ELL learner.

Word to word biligual disctionaries are used to support ELLs in their native language. In addition, PS uses Getting Ready for the NYSESLAT by Attanasio and Associates. Classroom teachers and the ESL teacher use laptops to create hands on activities. In addition students work on a variety of computer programs; one is called Starfall. Starfall focuses on language development through text and also builds upon what the child already knows. Students also go on a variety of ELL websites that allow them to experience and use the English Language. The program also reinforces the reading and writing connection with a writing activity. The teachers will be using books that model best practices in reading. English At Your Command is a resource that the teachers will use to aid students to become English proficient. Teachers will model all components of the program to help students develop a solid foundation in literacy and provide preparation for state assessments. This is designed to provide detailed instructional strategies that can be used immediately to help students take control of their reading. The ELL classroom library books are authentic and engaging which motivates all learners. The libraries include books for independent reading and read aloud. These books enable teachers to build stronger connections academically and socially with English as the students become an integral part of their learning community.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

To further enrich learning experiences for ELLs, trips will be planned. During the 2010-2011 and current school year, the ESL teacher plans to attend a variety of ESL workshops that will better prepare her in dealing with current issues ELLs face in today's society. On September 29, 2010 Mrs. Dulberg attended a workshop that educated her further on the LAP, Title III and Extension of Services. In addition, the ESL teacher meets with the teachers of the students she services and turn keys the information learned to them. The ESL teacher also hosts Lunch and Learns and hosts professional development to staff members through out the year. The first professional development that was given to the staff was hosted by Mrs. Dulberg on October 18, 2010 on ELL strategies. Staff are also sent to ELL workshops and turn keys the information to their colleagues in the grade. During the common planning prep period the classroom teacher discusses with the ESL teacher what strategies they are working on and what the strategies that need to be re addressed are. This is to ensure that what is being done in the ESL classroom reflects what is being taught in the classroom.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

As new students enter the ELL program, our school will conduct additional new parent workshops, as well as other informational workshops. Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ ESL students will be held a few times a year. There will be monthly Parent Workshops or conferences to motivate parents to understand and become more involved in their children's education. These meetings for parents emphasize instructional issues, such as assessment, standards, school policies and strategies to help support student success and achievement. The ESL teacher, Parent Coordinator, and translators will participate in all workshops. Other presenters such as Administrators, Guidance Counselor, School Psychologist, Family Social Worker, Literacy Coach, Mathematic Coach, will be invited as needed. In addition, PS 40 will host workshops for parents of ESL students to strengthen parenting skills and minimize parental stress. Some of the workshops for parents meet on Saturdays. Parents are also invited to participate in the Title III after school program. Parents are welcomed to join in and participate in the activities that their ELL child is involved in. PS 40 sends home surveys to parents asking their opinions and concerns about what is being done in the current school year. Report cards, Discipline Code and School Policies will be distributed in the home language of the ESL students.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	6	2	2	1	0	0							20
Intermediate(I)	0	2	4	2	1	1	0							10
Advanced (A)	6	1	0	1	2	2	4							16
Total	15	9	6	5	4	3	4	0	0	0	0	0	0	46

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	0	0	0						
	I	1	2	1	1	0	0	0						
	A	0	3	1	1	1	1	3						
	P	0	3	2	3	2	2	1						
READING/ WRITING	B	2	6	0	2	0	0	0						
	I	0	2	4	2	1	1	0						
	A	0	0	0	1	2	2	3						
	P	0	0	0	0	0	0	1						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	0	0	3
4	2	1	0	0	3
5	0	2	2	0	4
6	1	3	0	0	4
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		3		0		0		3
4	1		1		1		0		3
5	0		3		1		0		4
6	2		4		0		0		6
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		1		0		3
8									0
NYSAA Bilingual Spe Ed									0

**NYS Social Studies**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	1		0		2		1		4

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

According to the patterns in proficiency the ELL students tend to be proficient in the Speaking and Listening modalities. The ELL students tend to need to strengthen their reading and writing skills more. Most of the ELL students are assessed as beginner and intermediate. The ESL program helps our students to develop grade appropriate skills, concepts and level of understanding English. The program emphasizes integration of four language skills: listening, speaking, reading and writing. The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students we will use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. The ESL teacher also meets with the classroom teacher to ensure that the skills being taught in class match what is taught in the ESL classroom. Most of the ELL students take the state exams in English. We have found that the ELL students are not proficient in the home language to take the test in their home language.

PS 40 looks at data from the NYSESLAT and the Periodic assessment. We look at what areas the students still need help in and focus on those areas. We look at the results and determine if the students are improving in the skills they are deficient in. Teachers are able to go on ARIS and look up their students' scores on variety assessments. The ESL teacher shares the scores and information from the ELL periodic assessment with the classroom teachers. They use this information to gear their instruction and conferencing with their students.

### **Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		